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ABSTRACT

Intended for use by Marshall High School faculty as they integrate career education into their curriculum, the project notebook is based on the (Portland, Oregon) overall Area 2 program goals for career education which proposes that all children completing school should have sufficient knowledge and competencies to enter into a field of employment or an advanced training program in that field. The first section, goals and components, discusses K-10 activities in the areas of career awareness and career exploration. Also explained are the five components of career education at John Marshall High School (file folders, self understanding surveys, speakers, field trips, and resources). The remaining sections of the document describe the school's integrated career activities in the areas of art, business education, counseling, language arts (English), health and physical education, home economics, humanities, industrial education, math, modern languages, science, social studies, and special education. Concluding the document are a discussion of the functions and resources of the Career Planning Center (CPC), a description of self understanding survey instruments being utilized, and a list of additional resources available through Area 2 offices. (BP)

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PCE / K-10 Activities for Career Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Marshall Attendance Area

Portland Public Schools

Area II

JUL 14 1975

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PCE / K-10 Activities for Career Education

Marshall Attendance Area

Portland Public Schools

Area II

Marshall High School
PCE K-10
Department Plans for Integration of Career Education 1974-1975

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FOREWORD

This notebook is intended to be used by the Marshall High School faculty as they integrate career education into their curriculum.

Department Plans for the integration of Career Education: 1974-1975.
This section was developed by the participants listed below in a workshop held at Marshall High School, June 10-14, 1974.

WORKSHOP PARTICIPANTS

1. Art Department: Margo Jacobson
2. Business Education Department: Jim McCallister
3. English Department:
   "A" Group: Jim Hanna
   "B" Group: Lauren Hedeen
4. Health and Physical Education Department: Patti Miller, Health Department Chairman
5. Home Economics: Pikake Beatty
6. Humanities (9th grade): Pat Baars, Department Chairman, Kathy Fuller
7. Industrial Education: Roy Rucker, Department Chairman
8. Modern Language: Bob Sager
9. Science Department: Ralph Mitchell
10. Special Achievement: Linda Davison
11. Career Planning Center: Larry Edwards

Workshop Co-ordinators:
Tom Parr, PCE K-10 Co-ordinator
Cathy Schar, Marshall High School Career Education Building Co-ordinator
Bruce Richards

CAREER EDUCATION IS ---

Career education is a developmental process which is designed to help all individuals prepare for their life roles: family, citizen, occupational and avocational. Career education enables students to examine their abilities, interests, and aptitudes; relate them to career opportunities; and make valid decisions regarding further education and/or work.

Career education becomes a part of all levels of education from kindergarten through adult life. Kindergarten through grade 6 will provide an awareness of the world of work and an understanding of the value of work to the individual and family.

Through grades 7-10, the student will explore and try out his talents and interests and make tentative occupational and educational choices.

Grades 11 and 12 will provide an opportunity for the student to prepare for entry into a broad occupational area and/or advanced educational programs after high school.

Post-secondary programs will provide for specialized training, upgrading of skills, and retraining opportunities.

Career education is not a separate course in the school curriculum, nor an isolated activity; it is a combined effort of school and community. It is a current, on-going, activity, oriented process incorporated throughout the curriculum, designed to help the individual develop the skills and knowledge for effective participation in all life roles.

(This definition was developed by principals and coordinators of the Madison Attendance Area Planning group and is derived from over 40 definitions from across the country.)

PROJECT CAREER EDUCATION K-10

Project Career Education K-10 is based on the overall Area II program goal for Career Education which proposes that:

> Every child shall, upon completion of his public school education, possess sufficient knowledge of many occupational fields, including knowledge of entry requirements, to be able to make an informed selection of an occupational field and shall have developed competencies that enable him to enter into employment or an advanced training program in that field.

PCE K-10 is further divided into CAREER AWARENESS and CAREER EXPLORATION.

CAREER AWARENESS

Every learner, upon completion of the kindergarten through grade six portion of his public school education, will have developed an awareness of the world of work including:

A. knowledge of a variety of occupations and their related tools and duties,

B. knowledge of contribution and interdependence of work done by members of society,

C. relationship of subject matter to the world of work,

D. and an awareness of self as related to the life roles of family, citizen, leisure, and vocation.

Goals for Career Awareness grades K-6 that support the overall Area II Goal should be of sufficient scope and depth to enable each student to:

A. explore and assess personal attitudes, aptitudes, attributes and interests.

B. examine the concepts of work and work roles and the many occupational possibilities.

C. develop attitudes, knowledge and skills needed for effective employment.

D. develop self awareness as related to the life roles.

By the completion of grade 6, students will have attained the Area II goals and sub-goals through their involvement in career awareness activities developed in the PCE K-10 Curriculum Activity Guide, Idea Book, People In Products and Services, and teacher developed career awareness activities.

CAREER EXPLORATION

Project Career Exploration 7-10 is based upon the Area II Goal of Portland Public Schools which states:

> Every learner shall, upon completion of the grade 7 through 10 portion of his public school education, have explored, through hands-on experiences, many jobs found in broad families of occupations to enable the learner to make an informed, though tentative, choice of a cluster based skill training program in which to participate beginning at grade 11.

I. Goals for Career Exploration grades 7 through 10 that support the overall Area II Goal should be of sufficient scope and depth to enable each student to:

A. gather for his own use as much information about himself as possible -- his needs, goals, abilities, values, interests, attitudes, beliefs, and traditions.

B. learn to use resource materials and personnel for in-depth study of occupations.

C. evaluate himself as a future employee -- what factors about him might affect his getting, holding, and succeeding in a job.

D. recognize the inter-relationship of the life roles: vocational, leisure, family, and citizenship.

E. acknowledge that every human being, in every vocational role, has human dignity and the right to the respect of himself and others.

F. apply and extend the basic skills of reading, computation, composition, spelling, speaking and listening.

THE OUTCOMES LISTED BELOW ARE THE MINIMAL EXPECTANCIES FOR EACH GRADE LEVEL.

II. By the end of grade 7:

A. Given a list of 15 job clusters and related occupations, students will be able to match the two with 80% accuracy.

B. Given the list of 15 jobs, students will place those jobs according to the data, people, things classificiations with 80% accuracy.

(Career Exploration continued)

C. The students will choose and research, independently or in groups, one area of career interest and write a report to be included in the student's file folder.

D. The student will have at least one individually student planned on-site job observation using a written summary/check list to be included in the student's file folder.

E. The student will identify, locate, and use information in three career education resources.

F. The student will use the Job-O survey as a means of identifying individual areas of interest and their related occupations.

G. Each student will demonstrate the safe use of common household handtools such as the hammer, pliers, screwdrivers, adjustable wrench, saw, can opener, and broom.

H. The student will establish an individual file for maintaining career data throughout his school career.

I. The student will have group guidance and personal counselling by a professional staff member to assist in educational planning and course selection, where available, for grade 8.

J. The student will have applied for and received a Social Security card, and have recorded the number in his file folder.

III. By the end of grade 8:

A. Using the self-rating sheet, the student will develop a profile of himself to determine his relationships to jobs that focus on data, people, things. The profile will be in the file folder.

B. Using the USTES Interest Check List survey results, the student will research at least two areas of occupational interest and add these reports to his file folder.

C. The student will have participated in at least one individually planned field trip to observe occupations of personal interest in the community using and filing in his folder the report form.

D. The student will be able to list three of the major industries of greatest employment availability in Oregon. (Tool source: Manpower Resource of the State of Oregon - 1972.)

E. The student will demonstrate ability to find specific occupational information in the Occupational Outlook Handbook for a given job title.

(Career Exploration continued)

F. The student will list two health and safety practices and two grooming requirements for a given occupation. (Purpose: to have the student be aware of the decision making process as related to his personal life style and the world of work.)

G. The student will have had group guidance and personal counselling by professional staff members to assist in educational planning and course selection for grade 9.

IV. By the end of grade 9 each student will:

A. Demonstrate verbally or in writing his understanding of the relationship of a job to family, citizenship, and leisure time.

B. Explore, through a variety of media, at least two businesses representing industries, to become aware of job opportunities.

C. List at least ten of the Oregon clusters and at least five occupations which relate to each cluster.

D. Locate and relate employment trends and projections to at least one occupation of his choice.

E. Hear a minimum of five speakers from the community and record his reactions in his file folder.

F. Identify and record in file folder a maximum of three tentative cluster choices based on instruction, experience, and guidance.

G. Apply for and receive a work permit.

V. By the end of grade 10 each student will:

A. Have had an opportunity to take and have interpreted to him an interest survey and an aptitude test. (Tool source: GATB and USTES Interest Check List.)

B. Have used the CIS as a source of interest information.

C. Have a minimum of eight hours of hands-on experience in a cluster of his choosing and will document this in his file folder.

D. Consider the available career clusters and make a tentative cluster choice utilizing knowledge of himself -- his strengths and weaknesses, needs, values, abilities, and skills.

E. Have on file a satisfactorily written resume including all information identified as important by a job placement specialist.

FIVE COMPONENTS OF CAREER EDUCATION

John Marshall High School

1. File Folder
2. Self-understanding Surveys
3. Speakers
4. Field Trips
5. Resources

ICE K-10
June 74

FILE FOLDER

GOAL: To establish an individual file for maintaining career data throughout the student's exploratory years.

CONCEPTS:

1. Students will have an opportunity through maintainance of the folder over a four-year exploratory program to enhance their self-understanding.

2. As the student approaches the summer of his sophomore year he will be able to develop a personal resume by using the information contained within the folder.

OBJECTIVES:

The purpose of the file will be:

1. to provide a record keeping tool for the PCE 7-10 program.

2. to develop student responsibility by having him maintain his own Career Exploration file folder.

3. to have the student's career education data in one place for periodic self-evaluation and planning.

4. to record evaluations of the student's exploratory and hands-on experiences.

5. to include records of self-inventory surveys and interpretations.

6. to be used for a personal resume at grade 10.

The essential content of the file will be:

1. Composite four-year (grades 7-10) SUMMARY RECORD CARD (color card).

2. Self-inventory print-outs and records (Job-O, Interest Check List, CIS, GATB).

3. Personal resume done in grade 10.

4. Record of career cluster exploratory experiences.

5. Any other materials which the student feels are necessary for his information to be used in his career education program.

The implementation of the file will include:

1. establishment of the file at grade 7.

2. availability for the student's use at all times.

(File Folder continued)

3. responsibility for the up-dating of the file by the student.

4. Use PRIMARILY by the <u>student</u>.

5. storage/location with the homeroom teachers at grades 7 and 8.

6. storage/location in Humanities 1-2 Resource Center at grade 9.

7. storage/location in English Resource Center at grade 10.

8. storage/location will be made available to the student in the career center after grade 10. (Optional)

SELF-UNDERSTANDING SURVEYS

GOAL: A self-evaluation and understanding program will be used with students in grades 7 through 10 in each of the project schools.

CONCEPTS:

Due to the structure and complexity of society today students are frequently not familiar with job titles and descriptions of people with similar interests and aptitudes to their own.

Through use of interest inventories, aptitude tests and occupational access systems students will begin to identify and explore their personal interests and aptitudes in relationship to those of successful workers.

OBJECTIVES:

1. Each 7th grade student will have used the Job-O interest inventory Survey and completed a research of the job that is of greatest interest.
2. The 8th and 10th grade students will have been provided a computer print-out of the results obtained from using the USTES Interest Checklist. They will then be counseled individually/ or in groups concerning the results.
3. Students in the 9th and 10th grades will have an opportunity to use the Career Information System located at Marshall High School. Their computer print-out will be given to them for filing in their career folder. (The CIS needle sort is available at 8-10 levels.)
4. Most students at the 10th grade will have taken the General Aptitude Test Battery. The results of this will be interpreted to the student in group and/or individual couseling meetings.

TESTING / INTEREST INVENTORIES *

JCD-O	USTES Int. Check List	CIS Career Info. System	GATB
X Home Room Teacher			
(Optional)	X Home Room Teacher	(Needlesort)all year Home Room Teacher	
(Optional)		(Needlesort) Any time CPC Marshall Departmental	
(Optional)	(Optional X Language Arts Teacher	(Optional) all courses CPC Marshall Department	English 3-4A Oct/March Other: Optional CPC Marshall

* Description of these instruments are to be found in the "Special Marshall Resources" section of this book.

SPEAKERS

GOAL: Speakers with a career emphis will be used as means of career exploration at each grade level.

CONCEPTS:

1. Speakers are a valuable resource in a career exploration program. Through an effective speaker program, students have the opportunity to interact directly with persons in various avenues of work.

2. At the seventh and eighth grade a series of speakers representing the Oregon clusters will present a wide variey of exploratory experiences. This will be accomplished through an assembly program over a two year period.

3. Specific speakers should be used in individual classrooms to further explore interest shown by students. To coordinate the 8th grade curriculum, the emphasis should be on Oregon indurtries.

4. At the high school level, a Career Exploration Fair, a series of Covocation programs and departmental careers information fair will oe instituted.

OBJECTIVES:

By the end of the tenth grade students will:

1. be familiar with occupational classifications in career cluster.

2. become aware of jobs relating to data, poeple, and things.

3. become aware of the health, safety, and grooming requirements of certain occupational classifications.

4. students will acknowledge that every human being, in every vocation hae human dignity and the right to the respect of himself and others.

7-10 SPEAKER'S GUIDE

(This might be used as outline by a speaker)

1. Indicate the career cluster category in which your specific job applies.

2. Briefly list the various, individual jobs and their work functions and each income range.
   a. Entry level, educational requirements
   b. Advancement opportunities
   c. Post-employment education opportunities
      1. On the job training
      2. Personal improvement
      3. Special educational programs
   d. Sources of career opportunities in the field

3. Specific considerations
   a. Working conditions
      1. Advantages
      2. Disadvantages
      3. Hours (shift hours, etc.)
   b. Memberships
      1. Unions
      2. Professional
   c. Benefits
      1. Employer (Credit Unions, Educational programs, retirement medical, vacation pay, coffee breaks, etc.)
      2. Industry (relates to industry-wide benefits)
      3. Trade or professions (relates to specific benefits, not offered by the employer)

4. Employer - employee expectations
   a. Dress and appearance
   b. Responsibility and authority
   c. Attitude and mutual respect
   d. Interpersonal relationship

5. Use of tools, uniforms, special hardware of software as a part of the presentation.

FIELD TRIPS

GOAL: Field trips with an emphasis on career exploration will be taken by students at each grade level.

CONCEPTS:

1. Field trips an an important means of enabling students to have exposure to people in real life work situations.

2. In the seventh grade exposure should be of short duration and a wide variety of occupations.

3. As the student progresses through the exploratory program (grades 8, 9, and 10) the exposure to a wide variety of occupations should be narrowed to those of his prime interest. The time spent on exploring this chosed number of occupations should increase.

4. Field trips may be taken by an individual, a small group, or a large group.

OBJECTIVES:

Through field trip experiences, the student will:

a. observe the occupational classifications within the industry or business visited.

b. observe and be able to identify jobs relating to data, people, or things within the business or industry visited.

c. observe and be able to identify the health, safety, and grooming standards required by the business or industry visited.

d. observe the dignity of work within a variety of vocations.

Every learner upon the completion of the seventh grade will have at least one on-site job observation.

Every learner at the colpletion of the eighth grade will have particiapted in at least one field trip to observe representative occupations in the community.

Every learner at the completion of grade nine will have explored businesses representing a variety of industries to become aware of job opportunities, employment trends and projections.

Every learner at the completion of grade ten will have had minimum of eight hours of hands-on experience in a cluster(s) of his choosing.

RESOURCES

GOAL: Career education resources will be used by PCE 7-10 schools.

CONCEPTS:

1. Many resources are developed and being developed throughout the country in the area if career education.
2. Students will have an opportunity to explore a variety of career education resources.
3. Students will learn to use resource materials and personnel for in-depth study of occupations.

OBJECTIVES:

Every learner upon completion of grade 7 will:

1. demonstrate an ability to use the newspaper as a career education resource.
2. use the Occupational Outlook Handbook in correlation with JOB-O and other student exploratory experiences.
3. become aware of jobs relating to data, people, and things through the use of resources such as SRA kits, printed materials, and audio-visuals.

Every learner upon completion of grade 8 will:

1. be able to list the major industries of greatest employment availability in Oregon through use of Manpower Resource of the State of Oregon.
2. have had the opportunity to choose and explore at least two areas of occupational or avocational interest through the use of the SRA kits, Occupational Outlook Handbook and other appropriate resources.
3. analyze himself in relationship to jobs that focus on people, data and things through the use of the USTES Interest Check List print-out and Dictionary of Occupational Titles. (Optional)

Every learner upon completion of grade 9 will:

1. be familiar with the Oregon clusters and their related occupations.
2. become aware of employment trends and projections through use of the Occupational Outlook Handbook and its supplements.

Every learner upon completion of grade 10 will:

1. become familiar with employment trends and projections with an emphasis on his tentative cluster choice through the use of the Occupational Outlook Handbook and its supplements. (Optional: DOT)
2. use the Dictionary of Occupational Titles for interpretation of the GATB print-out to aid in making his tentative cluster choice. (Optional: DOT).

JOHN MARSHALL HIGH SCHOOL

Portland, Oregon

June 1971

SCHOOL GOALS

I. THE COMPREHENSIVE GOAL

The comprehensive goal of this school is to assist each student to develop his potential to become a successful, contributing, and fulfilled member of society. In attempting to meet this overall goal the staff at Marshall High School will seek all possible avenues to individualize its services to students and will continually strive to develop a growing humanized environment to facilitate each student's unique learning.

II. THE GENERAL GOALS

A. Attitudes and Skills for Learning -

Each learner will be assisted in developing:

1. His individual learning goals,
2. Positive attitudes towards learning,
3. Primary responsibility for his own learning and secondary responsibility for the learning of others,
4. Skills of critical and analytical thinking,
5. Skills in locating and using pertinent resources,
6. Skills in problem solving -- asking questions, developing alternatives, making decisions,
7. Skills in communication.

B. Personal and Social Skills and Values -

Each learner will be assisted in developing:

1. A healthy self-image,
2. Good physical and mental health,
3. An understanding of the value of long-range goals and plans,
4. Interests and skills for personal enjoyment and fulfillment,
5. Flexibility and adaptability to change,
6. Understanding, acceptance, and appreciation of all persons as unique individuals,
7. Citizenship skills, values, and responsibilities,
8. An understanding of man's cultural heritage.

C. Career Knowledge and Skills -

Each learner will:

1. Have access to a wide variety of occupational information,
2. Have the opportunity to select tentatively a career cluster for investigation,
3. Learn the techniques for job application,
4. Have the opportunity to develop job entry skills in a career cluster,
5. Be aware of the attitudes and skills necessary to hold a job,
6. If appropriate to his needs, interests, and capabilities, prepare for successful post high school training.

D. Survival Knowledge -

Each learner will be assisted in understanding the issues basic to the survival of the human race in our world and the changes necessary in human behavior to increase not only the probability of survival but enhancement of all life. These issues would include, but not be limited to:

1. Population increase,
2. Pollution of air, land, and water,
3. Depletion of natural resources,
4. Devastation caused by war,
5. Dehumanization of societal institutions.

Marshall High School
PCE K-10
General Art Department 1974-1975

Career Activities:

1. The student knows that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

2. The student knows that skill in job exploration, selection, and preparation can lead to continuing career enhancement and personal fulfillment.

3. The student is able to identify career alternatives, select those consistent with his values and goals, and implement chosen courses of action.

4. The student knows the physical and psychological reasons for seeking a balance between work and leisure activities.

5. The student is able to evaluate his aptitudes, interests, and abilities in exploring career opportunities.

6. The student knows the major factors that may affect his career opportunities and decisions (e.g., physical, social, economic, educational, cultural, and technological).

7. The student knows that individuals can learn to function effectively in a variety of occupations.

8. The student knows that every career has entry, performance, physical, attitudinal, and educational requirements.

9. The student knows that career choice affects the amount and type of leisure activity that may be pursued.

10. The student is able to employ the following organizational skills appropriate to the career of his choice:

    a. Identify the objectives of a task
    b. Specify the resources required
    c. Outline the steps necessary for completion
    d. Perform the actual operations
    e. Evaluate the final product

11. The student is able to make an assessment of the labor market to determine opportunities that will advance his career.

12. The student knows the educational opportunities that exist beyond grade 12 for the enhancement of his career skills and his personal development.

Marshall High School
PCE K-10
General Art Department 1974-1975

Department members will further implement career education through the following activities:

1. Conduct an annual art interest survey - usually in AG 1-2 or AG 3-4.

   a. This survey form lists 39 careers directly related to art (e.g., stage and set director, commercial artist, painter, fabric designer, lithographer, etc.).
   b. The student will indicate his degree of interest and understanding of these careers and then the teacher will conference with him and guide him in his area of interest.

2. Encourage the student to take the GATB, JOB-O Interest Survey, and USTES so he may be more fully aware of job interests and options open to him. Also encourage needlesort and OIAS.

3. Make students more aware of the career planning center and the information it contains in relation to careers in art.

4. Provide speakers, field trip opportunities, slide presentations and films that will expose the student to art career options.

5. Make the students aware of books and information contained in the art department that emphasize art careers.

6. The art department will try to provide hands on job experience for interested art students. (Fashion seminar, window painting, etc.).

7. Assist the students with forecasting so he may pursue the area of art most beneficial to him.

8. Continually conference with art students interested in art career opportunities and answer such questions as:

   a. How does an artist find work?
   b. What type of education is required?
   c. Where will you find work?
   d. What are employment opportunities?
   Etc.

9. Make the student aware of the leisure time possibilities open to him after completion of any art course.

In addition to these general career goals, each area of the art department has specific career goal options open to them.

1. Art General 1-2
   a. Make the student aware of the importance of general design and how it relates to the environment he lives in.
   b. Point out how product designers need basic design information when creating furniture, toys, household objects, cars, etc.
   c. Emphasize the use of letter forms we come in contact with every day and how the commercial artist, merchandise designer and others put them to use. (This also applies to the Art Lettering class).
   d. Research books and magazines, etc., to see how much the world of drawing relates to objects we use.
   e. Become aware of how the illustrator, fashion designer, etc., can put their drawing talents to work.
   f. Explore career options for the professional painter or potter.

2. Art General 3-4
   a. Further pursue career options that relate to printmaking, drawing, perspective, calligraphy, and painting.
   b. Encourage students with interest in art to move on to Art General 5-8.

3. Art General 5-8
   a. Have a variety of professional people to speak throughout the year so juniors and seniors have a clear idea of how their art skills can lead them into a specific field. IPAR will provide assistance.
      (e.g., speakers from a printing co., window trimmer, commercial artist, etc.)
   b. Bring in a variety of people from local colleges and universities so the students are aware of the advanced study programs available.
      (e.g., Museum Art School, Portland State University, Mt. Hood Community College, etc.)
      Discuss what the students in these institutions plan to do with their art background.

4. Art Textiles
   a. Discuss the career options that textiles has to offer -- fabric design, weaving, interior decoration, professional artists, etc.
   b. Show slide show on Fabric Design as a Career.
   c. Have speakers from the textile industry such as Jantzen, White Stag.
   d. Show films that relate to career opportunities.

5. Art Staff
   a. Thoroughly discuss options of the graphic designer.
   b. Develop skills in advertising design and layout.
   c. Develop skills in selecting type face or hand lettering and drawings that communicate a specific message easily.
   d. Develop awareness for papers, inks, paints, etc., that work well for advertising purposes.
   e. Learn silkscreening process for printing posters.
   f. Do hands on work in the community for those desiring help. (e.g., window painting at stores, sign advertising).

6. Art Ceramics and Metals
   a. Make students aware of options they have when pursuing pottery or jewelry as a career or leisure time acitivity. (e.g., silversmithing, teaching, shop owner, etc.).

7. Photography
   a. Look at the options of filmaking and TV production.
   b. Visit TV stations in Portland or invite speakers to come to Marshall.
   c. View films that have been made and sold professionally.
   d. Discuss options for professional photography.
   e. Visit photo lab where work is being done professionally.

Marshall High School
PCE K-10
Business Education Department 1974-1975

1. (September and continuing throughout the year)

Advanced students will type from descriptive career material for their timed writings. Text to be "Timed Writing About Careers" by Fries. This uniques supplement for any typewriting course provides timed writing which were adapted from a series of authentic descriptions of careers. Business Office Practice (BOP) will begin training on various business machines and discuss business and college choices and discuss importance of SAT and ACT tests. Record-keeping (BR) will be exposed to business forms. Marketing (Mkt) the study of organization of mkt, including individual or franchising ownership. Cash Register operation and general store procedures. Safety procedures emphasize. General Business (GB). Needlesort preparatory to OIAS, Visit Career Planning Center, Career related vocabulary building, Business films with Career Education emphasis.

2. (October and continuing)

Typing classes will continue to develop skill needed in the business world. BOP continues training on machines. The use of the needle-sort will be available. Discuss career choices and various skills needed to be able to be hired. BR will be working on checks and balances concerning their own personal use. Mkt looks at government regulation of marketing. GB---OIAS (completed by end 1st grading period) career vocabulary, films social security application continue.

3. (November and continuing)

Composition at the typewriter will begin in BT 1-2 with:

a. words
b. phrases
c. sentences
d. short paragraphs

The goal of composition is the use of the typewriter as a writing rather than as merely a copying instrument. Although career material will be included, personal use will be emphasized.

BOP will be learning the various alphabetic filing systems. On hands experience with actual letters. BR working on budgets and expense records. Mkt has display promotion operation and basic sales. GB career vocabulary, OIAS, films continued. Speakers from banking Health-PE Fair-1 session required. Encourage taking GATB (given thru March).

4. (January and continuing)

Typing will have drills, speed practice. Letters introduced. BOP returns to machine instruction with telephone use given. Mkt will be on inventory. GB encourage GATB. BR Short-long form taxes.

5. (February and continuing)

Typing 1-2 will type tabulations requiring names and number comparison for the development of proof-reading skill. BOP continues to have machine instruction. BR will begin cash and payroll records. Mkt has Human relations with emphasis on employer-employee relationship. GB vocabulary, films and GATB continue, Short form taxes.

6. (March)

BT 1-2 students will compose at the typewriter, proof-read, and type copy in corrected form dealing with career exploration for their career folders. Centering and Art typing introduced. BOP does resumes, job interviews and continues with machine training. BR continues with various records and payroll systems. Mkt will be in retail credit and consumer buying skills. GB vocabulary, films, and GATB, short form income taxes continued.

7. (April)

Typing students will learn the importances of alignment with a speaker-demonstration from an insurance company. Typing on forms will be a part of this project. BOP machine instruction, Ten-Key speed stress. BR begins record storage systems and how it plays a major role in business. Mkt research and survey of the market place. GB vocabulary, films continued, GATB summarized, investments-speakers.

8. (May)

BT 1-2 students will complete a typing project called "A Secretary's Day in the Office of Lenox, Inc." which involves proof-reading, arranging typed displays, form letters, etc. BOP finishes machine instruction, speed test on Ten-Key and Typing. BR will be doing the record keeping for a small business with introduction to automation and Data Processing. Mkt self-evaluation of technique and how they were applied to the individual needs of the students. GB insurance, speakers, vocabulary, films continued.

Note: Although the above goals sometimes specify BT 1-2, they should not be limited to those classes because many of the students in BT 3-4 will not have these experiences.

Note: Many of these goals are presently being met in our courses and will be implemented at times other than those listed for the BT 1-2 course.

Note: BOP is a rotation type class and the student changes every three weeks to something new. Therefore, the machines instruction are an on going activity and not restricted to a certain time period.

Marshall High School
PCE K-10
Counseling Department 1974-1975

Counselors will be involved with the Achievement Tests to be given the week of October 7, 1974; the ninth grade tests will be handled through the Humanities 1-2 classes. The eleventh grade will be handled through the Social Studies 5-6 classes.

The evening of November 21, 1974, will be devoted to giving information to any and all senior students and parents about financial aid for furthering education. A representative from the Oregon State Scholarship Commission will be present.

The counseling staff will once again be involved with the GATB and [illegible], mainly during the interpretation of reports to students.

Marshall High School
PCE K-10
English Department (E 3-4A) 1974-75

Field Trips

1. Career Planning Center (A-40) -- As part of an "in-house" tour, students will visit the CPC, explore the facilities and references, ask questions, and come to find out how they will utilize this facility as their Sophomore year progresses.

2. Community college visitation -- Portland Community College is certain; Mt. Hood Community College is pending. The goal, ascertained from student feedback 1973-74, is to visit both. The field trip is designed primarily to develop an interest and awareness that the student's selection of classes for the following high school years was an important decision.

3. College planning center (group conference room off counseling area). At least one small group session will be held there to utilize college catalogs, discuss pertinent vocabulary, discern requirements, and introduce college coordinator. There will be ample opportunity for class follow-up as necessary. Students will then be encouraged to seek counseling from their individual counselors.

4. Field assignment -- Students will have the opportunity to tape an interview with a worker in the career of his choice. This is to be brought back to class and the experience shared. This may be done individually, in teams, or in groups. The exercise will relate to cluster groups and will provide the opportunity for cluster review.

5. Optional -- Available trips for individual students arranged via Marshall's Career Planning Center or Project Coordinator's office.

Guest Speakers: Note: Most individual speakers have not as yet been identified. Guest speaker activities are as follows:

1. Introducing the four life rules and decision-making process.

2. Clusters: What's it all about and options available for the student.

3. Community College prep talk.

4. Forecasting prep: Career oriented programs available at Marshall and at other Portland schools.

5. Additional personnel available via CPC, convocation days, career fairs, and other options as provided throughout school year.

Career File Folder

1. Review specific entries from 9th grade and elementary school; clarify availability of the student's personal career folder.

2. Explain, review purposes of file folder; explain specific entries to complete file folder by the end of the school year, especially the student's resume.

3. Explain student-initiated updating procedures (testing, observation, experiences, etc.).

4. Place individual reading experiences in folder (c.f. self-evaluation, #4).

Self-Evaluation

1. Administration and interpretation of USTES check list. (optional)

2. Encourage, as follow-up to USTES, the taking of the GATB through CPC.

3. Expand the already developed vocabulary building project (see attached) which introduces students to common terms used in career education.

4. Require that the student read a novel, biography or autobiography relating to an interest developed in career research. Books are selected from a very comprehensive list developed by Isabel Fortier, our librarian.

5. Conduct decision-making exercise. Through this, the student will, assuming the role of a counselor, indicate three programs appropriate for a career of his choice. Student will demonstrate the ability to make decisions regarding schools available, financial problems involved, and any other needs for fulfilling the steps in reaching the career. This may be done individually, in teams, or in groups. Text: Your Education (pamphlet).

6. Devise "Career Research Project" based on results of 1-5 above.

7. Opportunity will be available for the student t include "on site" career exploration field trips on his own time.

8. Plan a program based on the activities in which the student is involved.

Resources

1. Teacher conference file (index cards detailing available conference, observation opportunities IN THE BUILDING).

2. Class or individual use of DOT, OOH, OEK, CIS.

3. Career exploration "trigger" cards. (Part of GATB/USTES dissemination.)

4. PCE K-10, Area II offices.

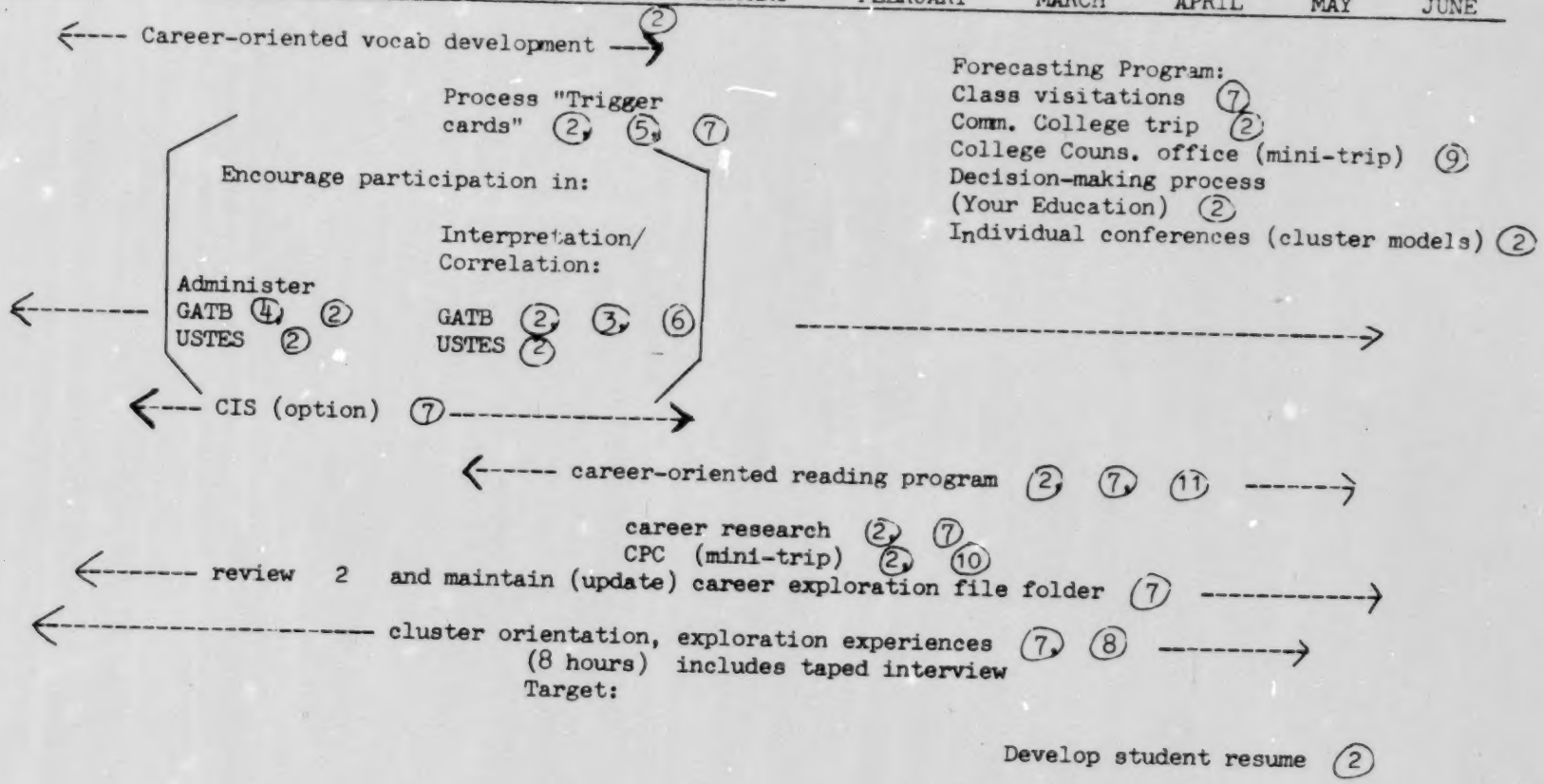
5. Career Planning Center

6. College Conference Office.

7. Career-oriented reading program (librarian).

ENGLISH 3-4A CAREER EXPLORATION PROGRAM FOR 1974-1975

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE



1 - Air Force Personnel
2 - Soph English Team
3 - Bldg. Coordinator
4 - Area II Testing Office
5 - Clerical (CPC Office)
6 - Counselors
7 - Student
8 - Teaching Staff
9 - College Counselor
10 - Career Planning Center
11 - Librarian

Marshall High School Sophomore English

"The Magic 50"

(A basic vocabulary for career exploration programs)

1. career
2. exploration
3. occupation
4. guidance
5. aptitude
6. preference
7. traits
8. manual
9. sedentary
10. curriculum

11. minimum
12. maximum
13. abstract
14. apprentice
15. journeyman
16. reasoning
17. leisure
18. verbal
19. extrovert
20. introvert

21. recreational
22. coordination
23. dexterity
24. avocation
25. vocation
26. gregarious
27. passive
28. contemplation
29. participation
30. observation

31. motivation
32. superior
33. reliability
34. integrity
35. enthusiasm
36. environment
37. confidence
38. expectation
39. achievement
40. statistics

41. technical
42. periodical
43. reference
44. employment
45. extracurricular
46. retail
47. wholesale
48. circumstances
49. decision
50. consumer

ADDITIONAL WORDS

evaluation
spatial
stamina
associate
overt
industrious
director
supervisor
foreman
experience

Note: To be expanded

Marshall High School
PCE K-10
Sophomore English 1974-1975

These suggestions may be implemented into the various units wherever and whenever the teacher feels they would fit. Each of these suggestions is arranged according to the proposed five components of Career Exploration:

1. File folders
2. Self-evaluation and understanding
3. Testing/Interest Inventories
4. Resources
5. Field Trips

1. File Folders (suggested early in the year)

   a. The teacher will ask for the file folders of his particular class to be collected from the general file and be available for his class to browse through. The teacher will also secure a blank one for each student who does not have one.

   b. Give short instructions on its use and where the student can secure further information about materials he will want to put in his folder throughout his sophomore year.

   c. If students do not have a packet resume in the folder already, take a class session to instruct the students on how to develop one. Include information on part time employment, personal references, etc. When this packet resume is completed the student shows it to his teacher and enters it in his file folder.

   d. Return file folders by October 1 to the general file for students to place Career Education related materials throughout the year.

   e. Optional: Keep a wall chart in the classroom of all assignments and projects related to Career Education. Have each item initialed by the teacher when the student submits them and places them in his file folder.

2. Self-evaluation and Understanding

   a. Use an attitudinal survey to help the student understand himself better and create a positive attitude toward life in general. Have this survey entered in his file folder when completed.

      1. a class discussion may be held on general attitudes
      2. personal conferences may be held with each student before he enters his survey in his folder.

b. Use a list of vocabulary words that are related to career exploration. Require each student to write a meaningful sentence using each word to show he understands it.

3. Testing -- reserved for 11th and 12th grade. However, the General Aptitude Test battery and USTES Interest Test are optional for this Sophomore level student.

4. Resources

a. Encourage each student to investigate systems by which he can learn more about the occupational world:

1. CIS - Career Information System located in the Career Planning Center in the cafeteria. Place the printout in his file folder.

2. Browse through the various occupational handbooks in the resource centers and write in his own words, ideas from occupations that he would like to know more about and include this in this file folder.

Occupational Outlook Handbook (OOH)
Needlesort
SRA Kit
OEK Kit
Dictionary of Occupational Titles (DOT)

5. Field Trips

a. After investigating some interesting occupation the student could make an appointment with some professional person to have an interview about his line of work. He should take notes or check out a tape recorder to make a record of his interview. (He might use a camera or TV porta-pak and take a sequence of pictures of his report if he wishes to go to this extent creatively) then on a designated day report to the class. Place the report in his file folder.

b. The student planning on a junior college (or college) after high school could arrange an individual field trip to a junior college of his choice and make a visit, bringing back a record of this trip and report to the class.

c. Since one's leisure time should be considered as part of his career, the student may elect to investigate 2 or 3 recreational activities. First, have the student choose an activity (golf, camping, bowing, art, pottery, boating, fishing, chess, coin or stamp collecting, cooking, sewing, karate, etc.) preferably one he knows little about and have him do some research on it. Secondly, have him draw up a plan for participation and follow it. Then, have him write an evaluation and analysis of the activity based on his new knowledge and his enjoyment. After submitting the report, he should enter it in his file folder.

6. Forecasting

Having kept his file folder up to date during the year, each student can bring it to his forecasting conference. With this and subsequent information from previous years the teacher may help the student make his course choices for the coming school years.

Marshall High School
PCE K-10
Health and Physical Education Department 1974-75

CURRICULUM OBJECTIVES FOR HEALTH AND PHYSICAL EDUCATION

1. Students will become aware of opportunities for diversified careers stemming from Health and Physical Education.

2. Students will have an opportunity to listen to IPAR speakers on careers available in Health and Physical Education during the annual Career Fair.

3. Students will have opportunities to view leisure and career opportunities through films and tapes.

4. To develop both vocational and avocational interests, students will receive "hands on" and field trip experiences.

5. Students will have the opportunity to participate in leisure time activities in their PE classes and in after-school activities.

6. Students will have the opportunity to receive counseling on their GATB/USTES printouts.

7. Students will be kept informed of vocational and avocational opportunities by means of a career education bulletin board, and resource files--to be located in room C-55.

8. Students will have instruction and discussion on the family life concepts in Health Education classes.

HEALTH AND PHYSICAL EDUCATION CURRICULUM 1974-1975

1. Department members will all have opportunity to help implement and evaluate the career education goals and activities:

    a. A time period set aside for the department before school officially begins in August.
    b. A planning session and evaluation meeting of the Career Fair.
    c. A department meeting in June evaluating the total program.

2. Department members will be responsible for establishing and maintaining a bulletin board in C-55 and in the gym area.

    a. First board will be done in September.
    Every two months a new focus will be presented. Material will be added or deleted during this time.
        1. C-55 bulletin board:
            a. Testing and interest survey.
            b. Career Fair: HAPE
            c. Individual Counseling and field experience.
            d. Forecasting.

        2. Gym bulletin board:
            a. Leisure time interests.
            b. Career Fair.
            c. Volunteer opportunities.
            d. Community resources for Leisure.

3. Department members will be responsible for maintaining resource material.

    a. Health career material in C-55.
    b. P.E. vocational and avocational material in P.E. office.
    c. Available resources:

        1. English Dept. file on teacher jobs.
        2. Pamphlets on careers.
        3. Pamphlets on leisure activities.
        4. List of agencies to be visited.
        5. Tapes made on career fair speakers.

4. Department members will attempt to give individual counseling to those students interested in our fields.

    a. Will receive interest cards from results of GATB and USTES, etc.
    b. Call students in for conference.
    c. Arrange field trips and "hands on" experience for them.
    d. Maintain anecdotal records on student conferences.
    e. Assist students in forecasting.

5. H ealth Department members will include a unit on family living.
   a. Three week unit in May.

6. P.E. Department members will be responsible for offering leisure time activities.

   a. In program: tennis, golf, badmitton, etc. To be expanded in 1974-1975.
   b. Intramurals: offerings for after school and evening: boys, girls, and co-ed programs.

7. Department members will be responsible for setting up field trips and hand-on experiences.

   a. This will be a spin off from two sources:
      1. GATB and USTES Interest Check List results.
      2. Career Fair
         a. Students will fill out interest cards at end of week's activities.
         b. Examples of suggested activities:
            1. Portland State University: Physical Ed. Plant
            2. Medical School
            3. Dental School
            4. Jewish Community center, or Mountain Park
            5. Athletic clubs
            6. Shrine Hospital
            7. Emotionally disturbed children centers
            8. Disease centers

8. The departments will try to show at least one vocational and avocational film. The following are some possibilities:
   a. Career Guidance: Hospital parternships F 9-12. PPS
   b. Careers in Physical Education SdF. 9-12 PPS
   c. Health related careers F.S. State Board of Health
   d. Job Orientation: Jobs in Health F. 9-12 PPS
   e. Learning about careers in HP & R SdF. 9-12 PPS
   f. World in One F. 6-12 PPS

9. The health and physical education departments will present its career fair in December. Speakers will cover topics concerned with Health and Physical Education careers, volunteer work and leisure time possibilities.
   a. The Fair will feature 8 speakers a day, for 4 days. Each speaker will have 40 minutes to speak and a 20-minute rap session.
   b. The following is a list of some areas to be covered:

      Physical and occupational therapist
      Bacteriologist
      Statistician
      Urologist
      Nutritionist
      Electrocardiagraphic technician
      Operating room technician

Mental health
nursing
dental assistant
veterinary science
optometrist
disaster work
X-ray technician
sociology
environmental health
physician-surgeon
inhalation therapy
pharmacist
health education
speech pathologist

Y.M.C.A.
Referee/scorekeeper
health clubs, spas
modeling
sporting goods salesman
waterfront director
sportswriter
scouting
professional athlete
coaching
physical education
Park Dept.
sports equipment design and repair
dance career
recreation dept.

Explorer post leader
Snow Cap.
Good Will
Red Cross
Mazamas
Sierra Club

Marshall High School
PCR I-10
Home Economics Department 1974-1975

The Home Economics program includes instruction in all areas of home and family living.

1. Family Relationships - Marriage and The Family
2. Home Management
3. Child Care and Development
4. Clothing and Related Arts
5. Foods and Nutrition
6. Housing, Home Furnishing, Interior Design
7. Consumer Education
8. Home Care of the Sick and Injured

Through the study of Home Economics some of the employment opportunities are:

1. Child care aide in group care centers
2. Child care aide in a private home
3. Child assistant in a children's home, nursery school
4. Homemaker's assistant
5. Food service worker in hospitals, nursing homes, restaurants, private homes
6. Clothing service aide in dressmaking, alteration, or cleaning shops
7. Housekeeping aide in private homes, hotels, motels, or group care centers
8. Interior decorator's aide

Clothing 10 week unit

1. List occupational clusters that use sewing and clothing skills. Use D.O.T. to find job descriptions.
2. Students demonstrate care of clothing (hemming, sewing on buttons, spot remove, pressing).
3. Teacher demonstrates on alterations (fitting, shortening and cuff trousers, etc.)
4. Speaker: Home sewing - 1. How to get started
   2. Prices
   3. Advantages
   4. Disadvantages
5. Students alter garments for (1) self, (2) friend, (3) family, or (4) faculty member.
6. Give a fashion show - "On the Job Dressing".
7. Field trip: students will visit a local clothing manufacturer -
   a. Jantzen
   b. White Stag
   c. Pendleton
   d. Kandel Knitting Company
8. Lecture and demonstration by:
   a. Yvonne Risley - Educational Director for Discount Fabrics
   b. Janet Barta - Hi-Fashion Fabrics, Mall 205
   c. Fashion Designer
   d. Model - Bassit, Powers
9. Interview: a. a laundry attendant
   b. clothing sales person
   c. alteration assistant
   d. dressmaker
   e. tailor

Housing, Home Furnishing, Interior Design 4 week unit

1. Field trips
   a. To local furniture stores to compare quality, cost, and different styles of furniture (Georgetown Manor)
   b. To a furniture factory (Barker's) to see the actual construction of furniture
   c. To model homes to see construction, floor plans, etc. of houses, apartment, condominiums, town houses - to see color schemes, furniture choices in style, and furniture arrangements
   d. To an upholstery shop - to see old furniture given new life

2. Guest Lecturers
   a. Interior Decorator
   b. Architect
   c. Realtor
   d. Bank Loan Officer
   e. Plumber
   f. Carpenter
   g. Electrical Repair person
   h. Local Merchants - to learn about the local market place, buymanship, and merchandise. To learn about sales jobs or jobs related to home furnishings.
   i. Door-to-door salesman - to speak to the class and expose them to this type of slick sales appeal
   j. To learn how to maintain and care for a home -
      Speaker: A professional house cleaning service representative to discuss home care and their job responsibilities
      Speaker: Have a day to day cleaning lady discuss her job with the class

3. In class labs students would
   a. draw rooms to scale
   b. discuss housing and furniture styles
   c. read blueprints
   d. select and use color schemes effectively
   e. arrange furniture in their home conveniently and attractively
   f. apply and further their skills in interior decorating by planning and carrying out housing projects

4. Hospitality Services -
   a. Get job descriptions from D.O.T.
   b. Check legal requirements concerning these services (may be regulated by state and federal laws - age, etc.)
   c. Field Trip: visit a motel to see room "make-up". Talk to receptionist, head housekeeper, manager, maid.th
   d. Extended experience - pretend their room and the family bathroom is a motel unit - do a room make-up - write evaluation.

5. Homemaker's Assistant
   a. List the housekeeping jobs which could be performed by an outsider
   b. Students demonstrate how to do special jobs such as wash windows, polish a waxed floor, wash walls, etc.

Self Concept/Relationship 3 week unit

1. Through discussion, reading work descriptions, or observing films each student identifies as many of his own specific skills, strengths, weaknesses, and preferences as possible.
2. Tape a personal conference with students who are discussing their goals, abilities, etc. The student will listen to the tape alone and analyzes self from the way he is able to listen, accept suggestions, give information, use proper speech. Then a student - teacher conference could take place.
3. Have student evaluate by writing: "I will be a good employee because: (give specific reasons)."
4. Grooming unit - Speaker and demonstration
   a. Beautician - make-up, care of the hair and hands. (Montavilla Beauty School)
   b. Personnel director from a business firm to discuss business grooming.
   c. Charm School employee: Importance of correct posture, body control, mannerisms, social grace. (Patricia Stevens School of Modeling, Bassist, Powers).
   d. A well groomed college student or mother - to discuss and demonstrate care of clothing.
5. Role Play
   a. Getting along with brothers and sisters
   b. Parents
   c. Grandparents
   d. Friends

Child Care and Development 6 week unit

1. Students discuss their experiences with C.C. Survey number of families represented in class who use some type of C.C. service. Discuss in small group.
2. Speaker: ask kindergarten teacher - child care worker to discuss some special needs of children cared for by persons other than their parents.
3. Field trip: visit various types of day care centers.
4. Students will observe children at play and work in the Marshall pre-school.
5. Discuss in small group - basic needs of children.
6. Discuss the family constellation -
   Speaker: Floy Pepper from I.E.D.
   Role Play: The role of the youngest child, middle child, oldest child, and the only child.
7. Have the students survey the community: What institutions are available which will meet the child's needs (1) Hospitals, (2) Schools (3) Child care centers. The students will then report to the class. "What job opportunities did you see?"
8. Students will survey the community for recreational facilities for children.
   Discuss: "What job opportunities did you observe?"

9. Visit: a. a church pre-school
   b. a private pre-school
   c. child care center
   d. head start
   e. Montessori

   Interview a worker: a. Level of training
   b. Personal qualifications
   c. Job description

10. Assist in a child care center
    a. Provide creative activities for children
    b. Provide and assist in a physical activity for children
    c. Assist with story telling
    d. Provide a puppet show

11. Speaker: Dr. Morse (Social Worker)
    Discuss the relationship of mental and physical health.

Food Services 9 week unit

1. Speaker: Have a person who does catering present her story to the class.
2. Compile list of ways one could use culinary skill to earn money. Example: Home baking, jelly making, etc.
3. Mother's Helper - Role Play: The job of preparing, sewing and cleaning up an evening meal for a family of six
   Discuss: Possibility of this as a part time job.
4. In teams: Survey the local restaurants listing jobs available.
5. Use D.O.T. to get these job descriptions.
6. Field Trip: To a restaurant. Talk to waitress, bus boy, manager, cook.
7. Visit the school cafeteria (to see equipment, use, etc.)
8. As a group - have lunch out - evaluate service and discuss ideas for bettering it.
9. Provide waitress service for a school function.
10. Serve faculty lunches.
11. Jobs to prepare students for in food services:
    a. Cold foods - preparing sandwiches, soda fountain items and appetizers.
    b. Steam table - serving plate lunches, daily special, soups, vegetables.
    c. Cashier
    d. Waitress and Waiter - a.m. table and buffet service
    e. Short order cook
    f. Dish machine operator
    g. Spot replacement (replacement of absent personnel)
12. Speaker: Mr. Ireland: Discuss job opportunities and job entry skills in the food industry.
13. Survey the city for different types of restaurants.

14. Films: Jobs Orientation: Cooks, Chefs and Related Occupations; Jobs In the Baking Industry.

Companion-to-the-Elderly

1. Visit a retirement home or a nursing home to see facilities for the care of the elderly.
2. Discuss pros and cons of putting the elderly into nursing or retirement homes.
3. Plan and carry out an activity for elderly people in a community nursing home: (1) serve a meal for them; (2) plan tray favors for them; (3) read to them, etc.
4. Visit an elderly person in the neighborhood regularly and assist with some of their needs. Report to class - "What are their special needs."
5. Do the shopping (food or otherwise) for an elderly neighbor.

Marshall High School
PCE K-10
Home Economics Career Education Format 1974-1975

SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MARCH	APRIL	MAY	JUNE
Show film: "Jobs in The Baking Industry" Establish bulletin board A-10 on Careers in Home Ec Encourage students to use Career Planning Center →	(Encourage Sophomore GATB USTES Show film "Cooks, Chefs, and Related Occupations" Speaker: Mr. Ireland Food Services	Film: Careers In The Fashion Industry" (Show HID in Feb) → OIAS (Encourage interested student) Field Trip: Food Service Occupation Encourage students to attend Career Fair	Housing: Speaker 1. Realtor 2. Bank loan officer Speaker: (Grooming) Beautician Cosmetologist	Film strip: "Careers in Home Economics" Encourage students to use Needlesort box on Career Clusters	Speaker: Interior Decorator (Bassist) Individual Counseling on Careers	Film: Nursing Career → Speaker: Nurse Counseling students forecasting	Field trip: 1. Furniture Store 2. Furniture Factory	Field trip: Preschool Center around community →	Department Evaluation Student Evaluation

Marshall High School
PCE K-10
Humanities 1-2 (Ninth Grade) Department 1974-1975

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May
Reading Test	Work permit	Fill out sample job application forms (exercise in spelling and following directions) optional	Supervised Update of file folder	Individual projects photo essays, tape/film interviews, individual site visits, written and oral reports acquiring information on specific careers by mail or phone, etc., optional	Use library to find info on careers optional	OIAS (CIS)* optional →		Supervised update of file folder
CEBS*	Soc. Sec. Application							Convocation Day tentative
Explain why and how for file folder								
Update file folder in class		OIAS (CIS)* optional →						Finding a summer job (brain-storming exercise) optional
	Visit to/ Assignment using CPC* →							
Students new to PCE or JMHS:				Use OEK* in class				
- Reading Test	Exploring Portland -- individual or group bus trip →							
- JOB-O								
- New file folder	Career-oriented field trips →							
- Work permit and Soc. Sec. Applic.								
- [illegible]*	Speakers in class →							
- Intro to CPC*								
As they arrive (through June)								

*OIAS (CIS) --
*PCE --- Project Career Education
*CPC --- Career Planning Center
*CEBS -- Career Exploration Background Survey

Marshall High School
PGS K-10
Industrial Education Curriculum 1974-1975

Career Activities:

A. 1. Department members will all have an opportunity to help implement and evaluate the career education goals and activities.

a. A time period set aside for the department before school officially begins in August.

b. A department meeting in June to evaluate the total program.

2. Department members will be responsible for maintaining resource material on career opportunities within their field.

a. Available resources:
1. English Department file on teacher jobs
2. Pamphlets on careers
3. Pamphlets on leisure time
4. Lists of agencies to be visited

3. Department members will attempt to give individual counseling to those students interested in their fields.

a. Will receive interest cards from results of GATB and USTES, etc.

b. Call students in for conference

c. Arrange field trips

d. Maintain anecdotal records on student conferences

e. Assist students in forecasting

4. Each department member will be responsible for conducting one large group session per year for the IA 1-2 students to emphasize the career possibilities within their respective fields in accordance with the following schedule.

Grade	period	I	Electronics
Grade	period	II	Drafting
Grade	period	III	Metal
Grade	period	IV	Wood

B. The Industrial Education department is industrial and career oriented. It works with individual instruction and relates to skills of industry. It provides the student many hands-on experiences and an opportunity to explore and learn basic industrial skills.

1. The course of instruction for grade 9 is IA 1-2. It provides for 9 weeks in each of the four shops - drafting, metal, wood, and electronics.

The program is basic and exploratory. The knowledge learned is about the processes and skills of industry. It is an opportunity for hands on experience and observation. If a student has a special interest he will have the chance to gain further knowledge or skill during independent time.

a. Drafting - Each student will learn to identify and use basic tools and equipment. Draw and explore types of drafting layouts. Gain a working knowledge of required accuracy in drafting communication. Develop and apply line technique. Understand that drafting is a type of graphic communication from ideas - plans - execution or fabrication as used in the industrial world. Explore the different areas of drafting and the jobs available.

b. Metal - Each student will use basic hand tools and instruments of measurement; develop plans and layout, use machines including drill press, lathe, mill; fabricate by forming and welding. He should be able to recognize materials and specifications, perform necessary calculation. The metals area will relate to the world of work in industry, economy and occupations and the metal and mechanical clusters.

c. Wood - Each student will use and care for hand tools. Safe use of power tools and machines, proper use and finishing of wood products. The wood shop will relate wood materials to industry, economics, and occupations and perform required calculations. The clusters of construction and wood products will be explored and related to the students' interests and performances.

d. Electronics - Students in the electronics area will use and care for hand tools; become familiar with test instruments; measure sources of electricity, power supplies, vacuum tubes, and radio. He will explore the electron theory as related to electronics. Electronics will relate to its use in industry and society. The electrical/electronics cluster will be explored by students according to their interests and performance.

2. The Industrial Education department courses for grade 10 are 2 semester courses. The emphasis is on development of basic skills using the project as the vehicle to teach proper planning, calculation, and application.

a. Drafting - IPD 1-2 Explore the skills used in oblique, isometric, and scale drawings. Use the measuring instruments and machines of drafting. Learn to execute and interpret blue prints. Explore drafting communications. Work with skills of drafting and personal development.

b. Metal - IM 1-2 Survey the skills of a metal working trade, semi-skilled, productions, or related field of work. Specialize in one of the metal areas. Apply the tools of measurement, layout and inspection. Recognize materials and specifications of metals and metal

working. Become acquainted with the metal areas (planning, bench metal, machine, foundry, forging, heat treatment, and welding). Perform required calculations. Relate metal to the industrial work. Explore in Metals and Industrial Machanic cluster.

c. Electronics - IE 1-2 Work with application of the electron theory. Measure electrical properties. Classify materials as conductors, insulators, and semi-conductors. Use the slide dule for required computations. Describe sources of power and apply Ohm's law. Use the various electrical measuring instruments. Construct a major project in electronics using the skills and knowledge relating to electronic application to the industrial world. Explore the electrical and electronic cluster.

d. Wood - IW 1-2 Safe use and care of tools and wood working machinery. Plan and organize work and material in projects. Prepare surfaces and apply finishes. Understand the woodworking and related trades and industries. Recognize good design and craftsmanship. Explore the wood products and construction clusters.

Marshall High School
PCE K-10
Math Department (General Math) 1974-1975

I. Family and Self

A. Goals: The student will:

1. Discover, understand, and develop his interests, abilities, skills and potential.
2. Strengthen his self-image.
3. Be able to manage his finances.
4. Be an intelligent consumer.

B. Activities: The student will:

(September)
1. Write checks, make deposits and keep check book records.
2. Plan menus for a week and make out a weekly grocery list. He will then compare unit prices to get the best buys on each item. He will do this at two different stores to compare prices between stores.

(October)
3. Look in newspaper ads to find a car he wants to buy.
4. Compare loans from different lending institutions to find the best place to borrow money for the car.
5. Find the type of housing he desires from ads in the newspaper and figure the monthly and total cost.
6. Make out a budget for a family size of his choice using the grocery, car and housing costs he has previously figured.

(November)
7. Find a job in the classified ads and figure his take-home pay (hopefully he will have taken the GATB test and will have some idea of his job.)
8. Make out a new budget starting with the take-home pay and then figuring what house and car he can afford.

II. Citizenship

A. Goals: The student will:

1. Become aware of the ways in which our tax money is spent.
2. Realize the necessity of taxes to pay for the services demanded and expected by our citizens.

B. Activities: The student will:

(October)
1. Compute the property tax on the house he has selected in Activity I, 5.
2. Discover where this property tax is spent.

(November)
3. Discover how income tax is used.
4. Figure his take home pay by deducting state and federal withholding tax and social security tax.

III. Leisure Time

A. Goals: The student will:

1. Be exposed to many ways of using leisure time so that he can find several of interest to him.
2. Be familiar with math as it is used in various hobbies.

B. Activities: The student will:

(Sept. - May) 1. Participate in mathematical games such as Monopoly, Stocks, Bonds, etc.
(December) 2. See the film "Donald in Mathemagicland" which relates math to music, recreation, etc.
3. See how geometry is applied to the game of billiards.
(January) 4. Use dice and cards to study probability.
(March) 5. Use simple geometry to design and build a kite.
6. Figure the cost of the lumber which is needed to build a small rowboat.
7. Measure accurately for building, sewing, or art project.
(April) 8. Figure the cubic inches of the engine of his dream car after he rebores the cylinders.
(May) 9. Use maps from the state highway department to plan a trip, figuring the number of miles, how much gas will be needed, and the cost of the gas.

IV. Occupations:

A. Goals: The student will:

1. Discover and understand communication and computational skills basic to every career.
2. Gain knowledge of a technological society, its economic system, and the career alternatives available.
3. Acquire knowledge of the education and/or training needed to develop his career.

B. Activities: The student will:

(November) 1. Talk to people in 2 or 3 occupations to find out how they use math on the job (guest speakers could be used for this).
2. Work with the class to make a chart showing how and where math is used in as many occupations as possible.
(December) 3. Outline the math used in the occupations for which the GATB test indicated his suitability.
(Jan. - June) 4. Tell how or if each math topic which is presented to the class will be used in his occupation.
(May) 5. See films about computers.
6. Learn how to operate the school's computer terminal.

Marshall High School
PCE K-10
Modern Language Department - German 1974-1975

WHILE STUDYING GERMAN THE STUDENT WILL BE PREPARING FOR HIS LIFE GOALS IN THE FOLLOWING WAY:

I. CITIZENSHIP (SOCIETY) GOALS:

A. CULTURE AND THE VALUES OF OTHER PEOPLES

1. Students will gain an understanding of the culture and values of the German speaking peoples and their contributions in the arts, politics, economics, sciences, etc.
   a. Hopefully the students will begin to distinguish cultural myth from cultural reality.
2. Students will become aware of the German influence on the United States.
3. Students will recognize other ethnic attitudes and thus increase their awareness of the worth and dignity of others and themselves.

B. INSTRUCTIONAL ACTIVITIES:

1. Students will be informed of the above objectives through a handout and discussion, and will be asked to read about the history, and culture of the three German speaking countries: Germany, Austria and Switzerland.
   a. They are to take notes on their findings, including title, author, publisher, date and page numbers and report to the class.
   b. Their notes are to be turned in later for evaluation.
   c. Students will be encouraged to look for evidence of the customs, traditions, beliefs, values, and attitudes most typical of the people of these countries.
2. Through the use of maps students will become familiar with the locations of Germany, Austria and Switzerland; their cities, rivers, canals, and other geographical features.
   a. Students will cite examples of foreign influences on our country, beginning with simple examples of place names and foreign terms or expressions.
3. People in the community, former students, etc., who have lived, worked, traveled and/or studied in these countries will be invited to talk to the class and show movies or slides. Discussion on myth or reality will follow the presentations.
4. Students will also be encouraged to gather as much information (for later discussion and evaluation) as possible on the countries by visiting and taping interviews with people, who have either lived, studied, worked or traveled in the countries involved; collect pictures showing the dress, festivals, or recreation, etc.
   a. The materials gathered will be reported to the class and discussed; Bulletin board or table displays can be made.
5. Throughout the year students will be encouraged to bring in newspaper and magazine articles, which inform about the countries involved and their political, economic, cultural influences on American life.

6. Students will also be encouraged to read biographies and other materials on great men and women in the countries where the language is spoken and report to class on their contributions to their country or to the world.
    a. The students reporting shall also direct special attention to analyzing their values, goals, and philosophies.
    b. When possible and appropriate, quotations from the writings of these men and women shall be displayed to introduce their ideas and encourage students to investigate their lives.
7. Students will be encouraged to display coins, stamps, post cards, and other articles from the countries being studied.

II. AVOCATION (LEISURE) GOALS:

A. With a greater awareness and understanding of the cultures, values, and contributions made by German speaking people, and increased opportunities for foreign travel, the student will learn the skills needed to feel confident and secure traveling in these countries, with all its ramifications, and thus enhance his use of leisure time.

1. Students will be appraised of the best modes of trans-atlantic and polar-route travel to and from Europe; and travel within Europe.
2. Students will become informed on where to locally purchase books on travel, which are most informative, how to use them to reap the greatest cultural benefits from foreign travel.
3. Students will become aware of important, interesting and enjoyable sights within these countries; what to see and where to go, where to stay.

B. ACTIVITIES:

1. Continued map study, geography.
2. Students will perform research and plan a tour of one of the German speaking countries -- selecting an itinerary, what they plan to see, learn, modes of transportation to be used; collect travel posters, brochures and maps of the country involved.
3. Students will list the sources for the following:
    a. Where and what involved in obtaining a passport.
    b. Where to obtain and the value of an International Student Identity Card.
    c. Rail passes.
    d. International Driver's License.
    e. International shot record, etc.
4. They will select a basic travel vocabulary and demonstrate it orally to the teacher.
5. Learn basic social customs.
6. Learn conversion charts for money, distance, weights, measures, temperature, etc.
7. Be exposed to current popular and classical music and be able to recognize the main trends of architectural styles.
8. Become familiar, through films, slides and pictures of important sights and landmarks, historical monuments, etc.

III. OCCUPATIONAL GOALS:

A. CAREER PREPARATION: THE REWARDS OF FOREIGN LANGUAGE STUDY: Helping students become aware of the rewards of foreign language study is an important guidance function of the foreign language teacher. Our world of scientific advances, rapid social change, and expanding population brings people of all cultures and countries together more frequently and in greater numbers each year. The inhabitants of this world, through business, trade, and an interest in peace, have become INTERDEPENDENT. The foreign lanaguage teacher will help the students understand this fact and the importance of knowing more than one language.

1. ACTIVITIES
   a. Students will hear in person, or through taped interviews, representatives of business and industry to find out how foreign language skills affect employment opportunities positively.
   b. Students, through the use of films, slides, books, magazines, etc., will gain an appreciation of the benefits of foreign language study as they relate to foreign travel.
   c. Students will become aware that one of the side benefits of learning the structure of another language is a greater understanding of their own and a resulting increase in their ability to read, write and speak correct English.
   d. Students will be requested to look through newspapers, magazines, etc., for articles that would demonstrate the importance of knowing more than one language; especially as they relate to world peace, international business, trade, use of leisure time, employment, etc.
   e. Students will plan an outing including dinner at a local restaurant specializing in the food of Germany, Switzerland or Austria.
   f. Students will be given an opportunity to correspond with a student in the country where the language is spoken.

B. CAREERS IN WHICH A FOREIGN LANGUAGE COULD BE AN ASSET

1. GOALS:
   a. Students will obtain an understanding that knowledge of one or more foreign languages can form the basis of an interesting career or greatly enhance possibilities for entering and advancing in a wide variety of occupations.
   b. They will become aware of many occupations and employment opportunities related to the study of foreign language.

2. ACTIVITIES:

a. Students will hear speakers or taped interviews from area businesses and industrial organizations on various careers or employment opportunities open to students of language.
b. Students will become aware of U.S. firms that are involved in international business by obtaining advertisements made by these firms in foreign publications and develop a bulletin board for class display.
c. Through slide-taped presentations students will become aware of firms of the Pacific Northwest which are involved in the Import-Export trade.
d. Students will prepare a report of the information learned in class dealing with careers in which a knowledge of a foreign language is an asset; U.S. companies involved in international business; including a list of overseas employment that might interest them. After evaluation by the teacher the student is to place the report in his Career Ed File Folder for future reference.

Marshall High School
PCE K-10
Science Department 1974-1975

Goals:

1. To help students discover, understand and develop their interests, abilities, skills, and potentials.
2. To strengthen and/or improve student's self-confidence and self-image.
3. To help students develop desirable attitudes and habits needed to fulfill their career interests.
4. To acquaint students with adequate knowledge of a technological society and the career alternatives that are available.
5. To provide students with adequate knowledge of the education and/or training needed to develop their career interests.
6. To help students understand the relationship of leisure time activities to career decisions.

Occupation

1. To help students discover, understand and develop their interests.

Activities:

1. He will be directed toward a career that will be in demand when he finishes his education.

2. The results of the tests will be used to help the students in forecasting for other courses that are necessary to acquire skills in his career interests.
3. Students will be sent on field trips to gain "on-site" experience in their field of interest throughout the school year.
4. Various lab experiments, films, and topics will be presented in class during the course to help others discover their interest.
5. Speakers will be used to introduce opportunities available in the related sciences.

Evaluation: Teacher observation.

II. To help students develop desirable attitudes and habits needed to fulfill their career goal.

Activities:

1. In small group, students will make a list of personality traits and work habits helpful in jobs by researching various companies as to what is important.

2. Students will work as a team or in pairs on lab assignments.
3. In small group, each student will be given the opportunity to participate in class discussions.
4. Students will keep a notebook of all lab assignments and class activities to help them understand the importance of organizing their work and having a reference.

III. To bring about an understanding that communication and/or computation skills are necessary for effective interpersonal relations in every career.

Activity:

1. Demonstrate the use of skills necessary for working in pairs or in teams.
2. Students will identify skills necessary for successful sharing of computational information gained while working as a team. Students will:

Evaluation: Compare results of all members of the team.

Activity:

3. Show films on various scientists at work.

Evaluation: Students will write a summary of the film.

Activity:

4. A bulletin board display will be exhibited to present job information in a cluster of science careers.

Evaluation: Class and teacher evaluation.

IV. To acquaint students with adequate knowledge of a technological society and the career alternatives available to them.

Activitiy:

1. Students will define and discuss technology.
2. Films will be shown.
3. Students will choose a reading from a list of suggested books in the library on the world of technology and make a written report of their findings.
4. Students will discuss current technological changes that occur during the course of the year.
5. A list of careers in technology will be displayed and will be discussed in class.

V. To provide students with adequate knowledge of the education and/or training needed to develop their career interests.

Activity:

1. A chart will be placed on the bulletin board to show education and training necessary for various science careers.
2. Students will be given the opportunity to visit various businesses to gain "on-site" information.
3. Students will be given the opportunity to hear speakers and ask questions in various science classes.
4. Students will be referred to staff within the building who has worked in the occupational interest to gain information.

VI. To provide students with knowledge of the changing pattern in the manpower needs of the world of work.

Activity:

1. Students will discuss various fields of work to show how they have changed.
2. Students will make a list of jobs that are being phased out.

To strengthen and/or improve students self-confidence and self-image.

Activity: FAMILY AND SELF

1. Each student will be given the opportunity to work on a team, every member has a duty, this will help the student to understand that he is important and that he has a responsibility to the class.
2. Students will discuss the interrelationship of all organisms in the biosphere. This he will see that he has a place in nature which is just as equally important as the other organisms.
3. Students will be given the opportunity to conference with the teacher to discuss any problem that prevails.

Evaluation: Teacher observation

4. Students will become aware of the role of the family in the discussing of the topic "The Web of Life".
5. Field trips will be taken to family planning centers, hospitals and health centers.
6. Speakers will be used to introduce topics on family planning.
7. Discussion of the structure and function of the Human Body will enable the student to understand how his body works.
8. Various diseases will be discussed, such as mental illness, infectious disease, allergies, etc.

LEISURE TIME

A. To help students understand the relationship of leisure time activities to career decisions and to enable them to make good use of leisure time.

B. To become familiar with science as it is used in various hobbies.

Activity:

1. Experimentation stimulates interests for leisure
2. Field trips will be taken in various courses. Example: Geology field trip.
3. Students will list their leisure time activities which could be developed into a career.
4. Have students make a list of their hobbies and determine if any contain career possibilities.
5. Activities such as camping, hiking, rockhounding, fishing, exploring, bird-watching will be introduced in various classes.

CITIZENSHIP

To help the student add new facets to his concept of himself as a citizen by:

a. Acknowledging that every human being in every economic role has human dignity and rights to the respect of himself and others.
b. Recognizing the limits of individual rights and responsibilities in relation to group rights.
c. Demonstrating social responsibility by participation in groups.
d. Understanding the role of government in our economic system.

Activities:

1. Have students each make a list consisting of 5 occupations that require no formal education, 5 that require a high school education, and 5 that require a baccalaureate degree. Discuss the significance and interdependence of each occupation.
2. Discuss the nation's natural resources and how they are politically controlled. Example: Energy Crisis.
3. Students will take field trips to Pollution Control Center, electrical generator plants (Bonneville Dam), pulp mill, airport, Johnson Creek.
4. Speakers will be used to discuss various environmental problems.
5. Students will be encouraged to help in various community projects such as Blood Donor Drives and Volunteer Work at Hospitals.
6. Films will be shown, "The Time of Man", "Population Ecology", etc.

Marshall High School
PCE K-10

Social Studies 7-8 1974-1975

SEPTEMBER

Orientation to Career Guidance (Unit One, Lesson One of Houghton, Mufflin Career Education Program).
Administration of Job-O.
Analysis of Job-O results.
Students who have taken Job-O previously will work with the OIAS Computer Program or the CIS Occupational Needle Sort.
Students begin to sign-up for GATB in Career Planning Center.

OCTOBER

Analysis of work values (Unit One, Lesson Three of Houghton-Mifflin Program).
Administration of USTES Interest Check List.
Continuation of GATB testing in Career Planning Center.
Analysis of occupations in terms of areas of work. (Unit One, Lesson Four of the Houghton-Mifflin Program).
Continuation of OIAS or CIS programs.
Begin speaker programs in Career Planning Center based on student interests. (Unit Two, Lesson One of Houghton-Mifflin)

NOVEMBER

Complete OIAS and CIS programs.
Interpretation of USTES Interest Check List with aid of a counselor (Unit Three, Lesson Three of Houghton-Mifflin).
Continuation of GATB testing in Career Planning Center.
Analysis of vocational interests and aptitudes (Unit Three, Lesson Two of the Houghton-Mifflin program).
Begin JOB EXPLORATION based on results of Interest and Ability Inventories (Unit One Lesson Five of Houghton-Mifflin program).
Some students will use Career Planning Center for JOB EXPLORATION.
Continuation of speaker program in Career Planning Center.

DECEMBER

Continuation of GATB testing in Career Planning Center.
Begin interpretation of GATB for students who have received print-outs (with no aid of counselor).
Analysis of developmental nature of a career (Unit Two, Lesson Two of the Houghton-Mifflin program).
Continuation of Job Exploration through speaker program and study of resources in Career Planning Center.

MONTHLY SCHEDULE (continued)

JANUARY

Begin preparation for on-site visitations.
Continue GATB testing and interpretation.
Continuation of Job Exploration.
Use of career choice game as part of career development learning (Unit Two, Lesson Two of the Houghton-Mifflin program).

FEBRUARY

Begin on-site visitations.
Begin follow-up study of Graduates (Unit Four, Lesson One of the Houghton-Mifflin program).
Continuation of GATB testing and interpretation.
Continuation of Job Exploration.

MARCH

Analyze results of follow-up study of Graduates.
Conduct study of post-high school Educational and Training Opportunities (Unit Four, Lesson Two of the Houghton-Mifflin program).
Continuation of GATB testing and interpretation.
Continuation of Job Exploration.
Continuation of on-site experiences.

APRIL

Conduct study of how to secure a job (Unit Four, Lesson Three of the Houghton-Mifflin program).
Conclude Job Exploration.
Conclude GATB testing.
Continuation of on-site experiences
Help students to make some tentative decisions concerning post-high school plans.

MAY

Conclude on-site experiences.
Continue to work with students on post-high school planning.

Marshall High School
PCE K-10
Special Education Department (Social Studies focus) 1974-1975

1. To help students reach an understanding about self
   A. Who am I?
   B. What factors have contributed in making me what I am?
   C. What is my role in family, school, community, society?
   D. What kinds of things am I interested in and what kinds of things can I do well?
   E. Ideas and values of self and others

2. To promote a general awareness of the world around us
   A. Community services - communicates knowledge of services that provide assistance.
   B. Demonstrates ability to obtain needed service
   C. Uses telephone correctly
   D. Has some concept of responsibilities of citizenship and their role in society
   E. Demonstrates independent mobility skills - rides buses and can transfer
   F. Develop familiarity with current happenings
      1) gives evidence of being aware of current events
      2) identifies community happenings
      3) can discuss state and national events

3. To learn to form own ideas and opinions
   A. Learn awareness of own values
   B. Can evaluate these values

4. To be able to express and communicate these ideas and opinions to others
   A. Can verbalize opinions and relate them to others in group discussion or written form

5. To become aware of the opportunities and choices available to them
   A. Evaluate in a decision making process

SPECIAL EDUCATION, SOCIAL STUDIES

* Awareness of Self

September: Who Am I?
Role in Family, School and Community

October: Role in Society
Ideas and Values of Self and Others

November,
December: Understanding Self-Interests
NATB
JOB-O
USTES
OIAS

* Awareness of the World Around

January: Community Services Awareness

February: Current Events
Citizenship
Responsibility

March: Mobility Finalized
Observations of others

April,
May: Forecast Plan
Summer Jobs
Make a Plan for Your Future

* Awareness of Opportunities and choices available

NOTE: Many of these activities are on-going throughout the year. I hesitate to put them in time-line form, because it gives the impression of segmented units. I would hope it wouldn't turn out this way!

Marshall High School
PCE K-10
Career Planning Center (CPC) Involvement in the Career Education Programs 1974-1975

1. As a Resource Center for students and teachers, either individually or in small groups, to investigate a wide variety of information about Careers. These include:

    a. Career information files.
    b. A set of DOTs and of Occupational Outlook Handbooks.
    c. Good selection of filmstrips.
    d. CIS computer and needle-sort.
    e. SRA guidance kit.
    f. Micro-fische viewer that will include Chronicle Guidance Series and Oregon Employment Service Job Bank.

2. Referral Center for GATB, USTES and other vocational interest tests.

    Teachers and Counselors may refer individual students to the Center for such testing.

    Results of these tests will be sent to each student's counselor and a certified GATB specialist selected by the student. These persons will be responsible for explaining the results to the student.

3. Repository of all 10th, 11th, and 12th grade Career Folders.

    The Center is seen as a central location when students can make entries in their folders, referring to other information if they wish.

4. Counseling of students.

    Those sophomore students, primarily, who have indicated a desire to know more about a given career but have not indicated a specific subject matter teacher with whom they wish to further investigate this career will be referred to the CPC.

    It will be the responsibility of the Work Experience Coordinator to contact these students, counsel with them and arrange such other career exploratory experiences as appear to have value for the student.

5. Career Conferences.

    Using the sophomore career interest cards and the Explorer Interest Survey, the CPC will schedule a series of career mini-conferences to be held throughout the school year in the CPC.

    Students will be individually invited who have indicated an interest in knowing more about the specific career conference scheduled at any one time.

    Teachers and other students will be notified in advance of each of these conferences so anyone who is interested may plan to attend.

6. Issuance of a CPC Bulletin.

Bulletins will be issued on a more or less regular basis by the CPC informing students and teachers of such items as:

a. Career conferences scheduled.
b. Career movies to be shown and the times of showing.
c. Additions of new audio-visual materials and other informative materials that have been added to the CPC.
d. Any news items related to employment trends that seem significant enough to publish.

It is hoped the teachers will pointedly call students' attention to these bulletins and particularly urge student participation in mini-conferences related to their subject field.

Marshall High School
PCE K-10
RESOURCES AVAILABLE TO TEACHERS AND STUDENTS IN THE CAREER PLANNING CENTER 1974-1975

Career Information Books:

1. There are 290 up-to-date books dealing with a wide variety of careers. Some intriguing titles are:

   The Forest Ranger
   Oceanographers in Action
   Your Career in the Aerospace Industry
   Nursing as a Career
   Your Career in Transportation

2. Occupational Outlook Handbook - a description of over 200 jobs, published every two years by the U.S. Office of Employment.

3. Dictionary of Occupational Titles (D.O.T.)

4. Lovejoy's Career and Vocational School Guide.

5. Encyclopedia of Careers and Vocational Guidance.

6. Steps Beyond High School - a directory of post high school courses offered by public and private Oregon schools. This is published by the Oregon Board of Education.

7. Handbook of Job Facts; 1972, Science Research Associates.

8. A guide to U.S. Civil Service tests.

9. Vocational Guidance Quarterlies.

Career Information Field by Occupational Title:

1. "Occupational Briefs" published monthly by both Chronicle Guidance and Science Research Associates. New issues of these are added each month.

2. "Careers" - a series of career information pamphlets published by the Institue for Research.

3. Other career information pamphlets, most of them obtained free of charge from numerous sources.

File of Private Vocational Schools:

Information obtained from local private vocational schools.

Military Information File:

A current file of informational pamphlets published by the Air Force, Army, Coast Guard, Marine Corps and Navy.

Civil Service Information File:

Current and recent job-opening notices published by State and Federal Civil Service.

Film Strips:

These are available to students for individual viewing in the Center and for class room use by teachers. All of these have been obtained from Guidance Associations of New York. Following is a list of them:

1. Your First Year in High School
2. Dropping Out: Road to Nowhere
3. Jobs for High School Students
4. What You Should Know Before You Go To Work
5. Getting and Keeping Your First Job
6. Your Job Interview
7. Choosing Your Career
8. Preparing For the Jobs of the 70's
9. If You're Not Going to College
10. An Overview of Technical Education
11. Engineering Technology
12. An Education in Engineering and Applied Sciences
13. Your Future in Nursing
14. Your Future in Elementary Teaching
15. A New Look at Home Economics Careers
16. Careers in School Food Service

Equipment Available for Student and Teacher Use In the Center:

1. Casette tape players
2. Film strip projector
3. Record player
4. 16 mm. sound movie projector

Equipment Available to Teachers who generate a class project aimed at developing coordinated 35 mm slide and casette recorded descriptions of specific jobs:

1. 35 mm Ektographic Camera
2. Hitachi tape recorder

Vocational Tests Available in the Center:

1. General Aptitude Test Battery (GATB) yields comparative aptitude scores for (1) general intelligence, (2) verbal, (3) numerical, (4) spatial, (5) form perception, (6) motor coordination, (7) finger dexterity, and (8) manual dexterity.

Scores are reported in terms of patterns of three aptitudes that basic to success on certain occupations.

2. Minnesota Vocational Interest Inventory (boys only).
3. Ohio Vocational Survey (OVIS) - both boys and girls.
4. Kuder DD Occupational Interest Survey - both boys and girls - rather heavily oriented toward occupations requiring college training.

Students who wish to take the GATB should sign up in A-40 and will be notified as soon as a test group is set up.

Students who wish to take the Minnesota, OVIS or Kuder usually arrange this through their counselor or are referred by a teacher. These inventories are self-administering and the completed form are forwarded to Dr. Cover who arranges the scoring and returns the results to the appropriate counselor who will discuss them with the student.

Additional Resources Available:

SRA Guidance Kit
Occupational Needle-Sort
AVE Educational Filmstrip and Cassettes:
Job Opportunities Now - Group 1-6 filmstrips

1. The Long Haul Truck Driver
2. The Airline Cabin Attendant
3. The Automotive Mechanic
4. The Newspaper Reporter
5. The Broadcast Technician
6. The Telephone Installer

Exploring Careers, Group 1 - filmstrips:

1. Requirements in the World of Jobs
2. Achieving Success in the World of Jobs
3. Job Opportunities in a Restaurant
4. Job Opportunities in a Hospital
5. Job Opportunities in a Department Store
6. Job Opportunties in a Supermarket

Career Awareness Kit

A Career in Transportation Kit	-- 2 filmstrips and 2 cassettes
A Career in Construction Kit	"
A Career in Repair Work	"
A Career in Food Service	"
A Career in Social Work	"
A Career in Sales	"

In the fall of 1974, we will also have the C.I.S. Computer and a fische reader. The Oregon Employment services daily Job Bank listings of unfilled jobs will be available daily at 8:00 a.m. We will also have micro-fische copies of the Chronicle Guidance Information.

SELF-UNDERSTANDING SURVEY INSTRUMENTS

A. JOB-O
Location: Career Planning Center will have supplies of the booklet and the orange insert answer sheet. Students should put the orange answer sheet into their career file folder after having completed the JOB-O project.

What it does:
Student answers to 9 generalized questions produce a list of about 15 - 30 job titles. The student is asked to conduct research on three of the job titles with the occupational outlook handbook. The orange answer sheet contains 2 good tables about trends and job descriptions.

B. USTES (United States Testing Employment Service) Interest check list
Location: Career Planning Center
Booklets and answer sheets are available on demand.

What it does:
Sophomore A English requires this annually; Sophomore B English is optional Student answers 173 questions that attempt to get at a student's interest. A computer print-out furnished by the Multnomah County IED helps a student see his interests. It is organized in terms of general worker trade groups and interest related to the Oregon Clusters, a good motivated tool to have a student take the GATB.

C. GATB (NATB is the oral version of the GATB for non-readers.)
Location: Career Planning Center
Sign up with Larry Edwards who will provide the testing room and the materials. Test to be given 15 times October through March. The test requires a two and one-half hour block of time.

What it does:
This test, the general aptitude test battery (GATB) consists of 12 individual tests which measure 9 aptitudes -- numerical, dexterity, form perception, verbal, etc. The results (this is not a Pass-Fail test) are put into a computerized print-out furnished by Multnomah County IED in the same form as the USTES. The counseling department will follow up on individual interpretation of the USTES and GATB. There are also 12 staff members with the interpretation training. The building coordinator will have their names. A similar form for this is the ASVAB (Armed Services Vocational Aptitude Battery). This is available through the Career Planning Center.

D. CIS (OLAS) Career Information System
Location:
Both forms, computer and needle sort, are available in the Career Planning Center as are all related materials.

What it does:
Based upon 25 general interest self-perception questions, the student develops a list of jobs. He can then get further information about job trends, job availability, job training, job speakers, job interviews, and job alternatives. The computer version requires at least 20 minutes in the terminal. Students should be encouraged to ask all kinds of alternate questions found on the last pages of the users handbook when using the computer.

Ten Career Concepts that CIS-OIAS help teach:

1. There are a wide variety of careers which may be classified in several ways
2. Education and work are interrelated
3. Occupations and life styles are interrelated
4. Environment and individual potential interact to influence career development
5. Individuals differ in their interests, abilities, attitudes, and values.
6. Occupational supply and demand have an impact on career planning
7. Individuals can learn to perform adequately in a variety of occupations
8. Various groups and institutions influence the nature and structure of work
9. Technology and growth bring about change in our society
10. Job characteristics and individuals must be flexible in a changing society

E. Other interest inventories can be arranged through the counselors: Ohio Vocational Interest Survey and Kuder Preference Test.

F. EXPLORER STUDENT CAREER INTEREST SURVEY
Location: Career Planning Center, Building Coordinator, Harry Richards

What it does:
This survey is conducted in reg rooms the spring of each year. By fall, we have a print-out according to all of the 60 career interest areas of students at Marshall. Teachers might use this data to make contact with students with interest relating to their courses.

FILE FOLDERS

The June 1974, workshop decided that the file folders will be located in the following places:

9th Grade - Freshman Resource Center, B17
10th Grade - English Resource Center, B41
11 th & 12th Grade - Career Planning Center
NOTE: The folders will be retained and stored in this area. It is our thinking that the folders will be good for conferencing with students in conjunction with GATB, possibly VWE, and other job placement.

CS/BER
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Marshall High School
PCE K-10
Resources Available through Area II Office

1. Tapes on each of the following topics:

   "Getting a Job" and "On the Job"
   Each set contains lesson tapes, discussion tapes, student booklets and record forms.

2. Cassette cameras with built in electronic flash to take slides for projection. Film and processing also available when the teacher presents a plan for use of equipment in a career education project.

3. Cassette recorders for use in field interviews or other planned activities around Career Education. Cassette tapes available to support teacher planned career education activities.

4. Cassette players to use in the classroom to support Items No. 1, 2, and 3 in using student prepared materials.

5. Motion picture units, each consisting of 6 Super 8 cameras, 1 projector and editing equipment. Film and processing available when the teacher presents a plan for use of equipment in a career education project.

6. Visualmaker kits containing non-technical copy camera for making slides from $3\frac{1}{2}$" x $3\frac{1}{2}$" pictures or materials and $7\frac{1}{2}$" x $7\frac{1}{2}$" pictures or materials. Film and processing available to support teacher/student planned career activities.

7. Copy service for special needs to photograph special items to build into visual presentations.

8. Copy service to duplicate existing slides.

9. Technical assistance in use of all the above in implementing career based activities.

Books in my office that you can review include:

Dunn-Payne	WORLD OF WORK	The Leslie Press
Various	ESSAYS ON CAREER EDUCATION	Northwest Regional Ed. Lab
Borow	CAREER GUIDANCE FOR A NEW AGE	Houghton-Mifflin
Rhine-Creamer	THE TECHNICAL MANPOWER SHORTAGE: How Acute?	Natl. Industrial Conference Bd.
Hoyt & Others	CAREER EDUCATION: What it is and How to Do It.	Olympus Publishing Co.
Sinick	OCCUPATIONAL INFORMATION AND GUIDANCE	Houghton-Mifflin
Hoyt & Others	CAREER EDUCATION AND THE ELEMENTARY SCHOOL TEACHER	Olympus Publishing Co.
Zytowski	PSYCHOLOGICAL INFLUENCES ON VOCATIONAL DEVELOPMENT	Houghton-Mifflin

Chick	INNOVATIONS IN THE USE OF CAREER INFORMATION	Houghton-Mifflin
Barre	COLLEGE INFORMATION AND GUIDANCE	Houghton-Mifflin
Brown	STUDENT'S VOCATIONAL CHOICES: A REVIEW AND CRITIQUE	Houghton-Mifflin
Zaccaria	THEORIES OF OCCUPATIONAL CHOICE AND VOCATIONAL DEVELOPMENT	Houghton-Mifflin
Martin	THE THEORY/PRACTICE OF COMMUNI CATING EDUCATIONAL AND VOCATIONAL INFORMATION	Houghton-Mifflin
Herr	DECISION-MAKING AND VOCATIONAL DEVELOPMENT	Houghton-Mifflin
Bottoms & Others	CAREER EDUCATION RESOURCE GUIDE	General Learning Corp.
Keller	CAREER EDUCATION IN-SERVICE TRAIN-ING GUIDE	General Learning Corp.
Snelling	THE OPPORTUNITY EXPLOSION	Signet Books Q4698
Richardson	WORK IN AMERICA	MIT Press
Fowler	CAREERISM	WWWWW/Information Services, Inc.
Cunha & Others	CAREER DEVELOPMENT: A California Model for Career Guidance Cirriculum K-Adult	California Personnel and Guidance Assn
Drier & Others	K-12 GUIDE FOR INTEGRATING CAREER DEVELOPMENT INTO LOCAL CURRICULUM	Jones Publishing Co.
Scobey	TEACHING CHILDREN ABOUT TECHNOLOGY	McKnight-McKnight
Farber	I FOUND THEM IN THE YELLOW PAGES	Little, Brown & Co.
Wurman	YELLOW PAGES OF LEARNING RESOURCES	GEE, Group for Environmental Education, Inc.

Besides the above, there are sample books from many publishers and more are being added weekly. There are also sample curriculum development materials from other districts in Oregon and elsewhere.